

**BAND MUSIC
CURRICULUM
& STANDARDS**

Pipestone Area Schools

INTRODUCTION:

The purpose of the Instrumental Music Outcomes Chart and Band Curriculum Suggested Pacing Guide is to provide guidance for band teachers at all levels to facilitate long-term planning. The guide was created as though teaching an “average” student who began to play an instrument at the beginning of fifth grade and continued through high school.

Band: Beginning Level

SCHOOL GRADE: 5-6

PLAYING YEARS: 1-2

GRADE: B, 0.5, 1, 1.5

TEXT: ESSENTIAL ELEMENTS BOOK I

BASIC SKILLS

Education starts in grade 5 and continues until the skill levels are mastered. Students will begin instruction on a band instrument of their choice. Students will demonstrate proper care of the instrument and be familiar with the functionality of the instrument. They will show basic positions, tone production, and fingerings. They will count, read, and perform the beginning level of music being studied (performance repertoire between difficulty B & 1.5). It is expected that students learning a new instrument at the beginning of fifth grade should master Essential Elements Book I by the end of their first year and be able to play grade level 1.5 music by the end of their second year. I should make appropriate accommodations to the timeline for students beginning after their 5th-grade year.

PERFORMANCE AND PRODUCTION

- 1 The student will use the method book for guidance to demonstrate proper posture, embouchure, hand position, and playing position.
- 2 The student will produce clear tones, free of tension, sustained, and unwavering pitch.
- 3 The student will adjust intonation while playing an instrument.
- 4 The student will demonstrate a steady tempo while performing the studied materials.
- 5 The student will use contrasting articulation.
 1. Tonguing Notes
 2. Slurring Notes
- 6 The student will perform one-octave major ascending and descending scales with instrument-specific range accommodations.
 1. End of year 1: Concert B-flat major scale.
 2. End of year 2: Concert F and E-flat major scales.

- 7 The percussion student will perform the Seven Essential Rudiments plus the nine-stroke and seventeen-stroke rolls from the Percussive Arts Society (PAS) International Drum Rudiments, open-close-open. Supplemental materials and the adopted method book will be provided to facilitate the learning of these rudiments.
 1. Single Stroke Roll, Multiple Bounce Roll, and Single Paradiddle.
 2. Double Stroke Roll, Flam, Drag
 3. Five-Stroke Roll
 4. Nine-Stroke Roll
 5. Seventeen-Stroke Roll

- 8 The student will perform a one-octave chromatic scale, ascending and descending, by the end of their second year.

- 9 The student will use dynamic contrast as a means of expression.
 1. Piano, forte, mezzo piano, mezzo forte, crescendo, decrescendo
 2. The percussion student will demonstrate basic technique on snare, bass drum, and mallets.

- 10 The student will demonstrate musical phrasing through melodic contour, natural accents, and proper use of breath.
 1. Phrasing
 2. Breathing, Style markings

- 11 The student will demonstrate ensemble skills:
 1. Blend instrumental timbres.
 2. Match dynamic levels.
 3. Respond to basic conducting gestures.
 4. Maintain a steady tempo.

- 12 The student will perform music from a variety of cultures, styles, and historical periods

- 13 The student will demonstrate knowledge of the instrument being studied.
 1. Identify instrumental parts.
 2. Demonstrate proper care and maintenance.

- 14 The student will demonstrate increased learning through a variety of music activities.
 1. Maintain attendance with required materials.
 2. Demonstrate completion of assignments and practice.
 3. Participate in concerts, performances, cross-disciplinary activities, and co-curricular activities.
 4. Demonstrate concert etiquette as a performer and listener.

Band: Intermediate Level

SCHOOL GRADE: 7-8

PLAYING YEARS: 3-4

GRADE: 2-3

TEXT: Rubank Intermediate Method

Developing basic musicianship skills continues to be a priority at the Intermediate Level. Students will begin to use more articulations, perform scales and music in more difficult key signatures, demonstrate vibrato, and perform music at an intermediate difficulty level. Ensemble skills will become more developed. Students will describe concepts common to music and other disciplines and will be involved in discussing various cultures, styles, composers, and historical periods.

Performance and Production

- 1 The student will demonstrate proper posture, embouchure, hand position, and playing position.
- 2 The student will produce a characteristic tone that is clear, free of tension, sustained, and unwavering in pitch.
- 3 The student will adjust intonation and match pitches.
- 4 The student will incorporate tempo changes and a variety of rhythms and meters in the materials being studied.
- 5 The student will demonstrate a variety of articulations.
 1. Play staccato, legato tongue, accent, marcato, and tenuto on wind instruments.
 2. For percussion students, select the appropriate implement to demonstrate these articulation styles.
- 6 The student will perform major ascending and descending scales in the quarter-eighth-eighth rhythm.
 1. Play E, A, D, G, C, F, B-flat, E-flat, and A-flat scales on wind and mallet instruments, two octaves (when appropriate) at M.M. quarter note = 100.
 2. Play D-flat, G-flat/F-sharp, and B scales, one octave at M.M. quarter note = 72
- 7 The percussion student will perform the following open-close-open rudiments from the Percussive Arts Society (PAS) International Drum Rudiments.
 - Roll Rudiments: single stroke roll, multiple bounce roll, double stroke roll, five stroke roll, nine stroke roll, seventeen stroke roll
 - Diddle Rudiments: single paradiddle
 - Flam Rudiments: flam, flam accent, flam tap, flamacue, flam paradiddle

- Drag Rudiments: drag, single drag tap, double drag tap, lesson 25, drag paradiddle, single ratamacue
- 8 The student will perform a chromatic scale, ascending and descending, two octaves in eighth notes (M.M. quarter note = 72).
 - 9 The student will use dynamic contrast and technical skills as means of expression.
 1. Use vibrato, alternate fingerings, trills, and grace notes when performing on wind instruments.
 2. Use multiple mallet techniques on three timpani, tuning drums to reference pitches without gauges, and making changes during the performance of instrumental work. Demonstrate appropriate techniques on auxiliary instruments when performing on percussion instruments.
 - 10 The student will demonstrate musical phrasing through dynamics, tempo, and melodic contour.
 - 11 The student will demonstrate ensemble skills.
 1. Blend instrumental timbres.
 2. Match dynamic levels, style, and intonation.
 3. Respond to conducting gestures in simple and compound meters.
 - 12 The student will perform music from various cultures, styles, and historical periods.
 - 13 The student will identify and repair minor problems of the studied instrument.
 - 14 The student will demonstrate increased learning through a variety of music activities.
 1. Maintain attendance with required materials.
 2. Demonstrate completion of assignments and practice.
 3. Participate in concerts, performances, cross-disciplinary activities, and co-curricular activities.
 4. Demonstrate concert etiquette as a performer and listener.

Instrumental Music: Advanced Level

SCHOOL GRADE: 9-12

PLAYING YEARS: 5-8

GRADE: 3-5

TEXT: Rubank Advanced Method

Students at the Advanced Level will regularly participate in a band setting. Technical and expressive skills will increase in difficulty as the student demonstrates a variety of articulations, alternate fingerings, and vibrato while playing the required scales, arpeggios, and rudiments in more complex rhythmic patterns. Percussion students will become more proficient in using a mallet, timpani, and auxiliary instruments. Advanced instrumental students will perform, discuss, and critically evaluate the characteristics of more elaborate music compositions. Students will examine relationships between music concepts and other disciplines and be involved in discussing various cultures, styles, composers, and historical periods.

Performance and Production

- 1 The student will demonstrate proper posture, embouchure, hand position, and playing position.
- 2 The student will produce a characteristic tone that is clear, free of tension, sustained, and unwavering in pitch.
- 3 The student will adjust intonation and match pitches independently.
- 4 The student will incorporate tempo changes and a variety of rhythms and meters in the materials being studied.
- 5 The student will demonstrate a variety of articulations.
 1. Use double-tongue and breath attacks if applicable for the instrument.
- 6 The student will perform all major scales in the full range of the instrument, and all one-octave harmonic minor scales, with one-octave tonic arpeggios, ascending and descending, in quarter-eighth-eighth rhythm (M.M. quarter note = 100).
- 7 The percussion student will perform the open-close-open 40 Percussive Arts Society (PAS) International Drum Rudiments.
- 8 The student will perform a chromatic scale, ascending and descending, in sixteenth notes (M.M. quarter note = 96 or faster) throughout the practical range of the instrument.
- 9 The student will use dynamic contrast and technical skills as a means of expression.
 1. Use vibrato, alternate fingerings, trills, and grace notes when performing on wind instruments.

2. Use the three-mallet technique when performing mallet percussion.
 3. Use multiple percussion techniques when performing on auxiliary percussion instruments.
 4. Use timpani technique on three or four drums, tuning drums to reference pitches without gauges and making changes during the performance of instrumental work.
- 10 The student will demonstrate musical phrasing through dynamic emphasis and tempo modification.
- 11 The student will demonstrate ensemble skills.
1. Blend instrumental timbres.
 2. Match dynamic levels, style, and intonation.
 3. Respond to conducting gestures.
 4. Use conducting gestures.
- 12 The student will perform music from various cultures, styles, and historical periods.
- 13 The student will identify and repair minor problems of the instrument being studied.
- 14 The student will demonstrate increased learning through a variety of music activities.
1. Maintain attendance with required materials.
 2. Demonstrate completion of assignments and practice.
 3. Participate in concerts, performances, marching bands, jazz ensembles, chamber ensembles, solo contests, honor bands, and All-State bands.
 4. Demonstrate concert etiquette as a performer and listener.

INSTRUMENTAL MUSIC GENERAL OUTCOMES

Concept	Beginning Level	Intermediate Level	Advanced Level
Grade:	B-1.5	2-3	3-5
Playing Year:	1-2	3-4	5-8
School Grade:	5-6	7-8	9-12
General	<ul style="list-style-type: none"> • Students should know how to reference the fingering chart in their method book. • Students will perform simple rhythmic and melodic examples in call-and-response styles. • Students will maintain attendance with the required materials • Students will demonstrate completion of assignments and practice. 	<ul style="list-style-type: none"> • Students should know the fingerings for all notes on their instrument from memory. • Students will use vibrato, alternate fingerings, trills, and grace notes when performing on wind instruments. • Students will maintain attendance with the required materials • Students will demonstrate completion of assignments and practice. 	<ul style="list-style-type: none"> • Students should know the fingerings for all notes on their instrument from memory, including alternate technical fingerings. • Students should recognize and perform musical ornaments (i.e., trills, grace notes, glissando, etc.) • Students will use vibrato, alternate fingerings, trills, and grace notes when performing on wind instruments. • Students will maintain attendance with the required materials • Students will demonstrate completion of assignments and practice.
Posture	<ul style="list-style-type: none"> • Students will demonstrate proper posture, embouchure, hand position, and playing position. 	<ul style="list-style-type: none"> • Students will demonstrate proper posture, embouchure, hand position, and playing position. 	<ul style="list-style-type: none"> • Students will demonstrate proper posture, embouchure, hand position, and playing position.
Tone	<ul style="list-style-type: none"> • Students will produce tones that are clear, free of tension, sustained, and unwavering in pitch. 	<ul style="list-style-type: none"> • Students will produce characteristic tone that is clear, free of tension, sustained, and unwavering in pitch. 	<ul style="list-style-type: none"> • Students will produce characteristic tone that is clear, free of tension, sustained, and unwavering in pitch.

Concept	Beginning Level	Intermediate Level	Advanced Level
Intonation	<ul style="list-style-type: none"> Students will recognize the concept of flat or sharp in regard to intonation. 	<ul style="list-style-type: none"> Students should understand the basic concept of flat or sharp in regard to intonation and know how to correct pitch on their instrument. 	<ul style="list-style-type: none"> Students should understand and correct intonation on their instrument without teacher prompts.
Tempo	<ul style="list-style-type: none"> Students will demonstrate steady tempo while performing materials being studied. 	<ul style="list-style-type: none"> Students will perform tempo changes and a variety of rhythms and meters through materials being studied. 	<ul style="list-style-type: none"> Students will perform tempo changes and a variety of rhythms and meters through materials being studied.
Articulation	<ul style="list-style-type: none"> Students will demonstrate tonguing and slurring techniques. 	<ul style="list-style-type: none"> Students will demonstrate staccato, legato tongue, accent, marcato, and tenuto on wind instruments. Students will select the appropriate implement with which to demonstrate these styles. 	<ul style="list-style-type: none"> Students will demonstrate a variety of articulations including double-tongue and breath attacks if applicable for the instrument.
Dynamic Contrast, Phrasing, and Expression	<ul style="list-style-type: none"> Students will use dynamic contrast as a means of expression, including <i>f</i>, <i>p</i>, <i>mp</i>, <i>mf</i>, crescendo, decrescendo, and diminuendo. Students will articulate four consecutive notes in one breath. They will demonstrate phrasing through the use of melodic contour, natural accents, and proper use of breath. 	<ul style="list-style-type: none"> Students will use dynamic contrast and technical skills as means of expression. Students will perform four bar phrases in common time in one breath. Students will demonstrate phrasing through the use of dynamics, tempo, and melodic contour. 	<ul style="list-style-type: none"> Students will use dynamic contrast and technical skills as a means of expression. Students will use vibrato, alternate fingerings, trills, and grace notes on wind instruments. Students will perform eight bar phrases in common time in one breath. Students will demonstrate musical phrasing through dynamic emphasis and tempo modification.
Ensemble Skills	<ul style="list-style-type: none"> Students will blend instrumental timbres, match dynamics/style/intonation, and respond to conducting gestures in 2, 3, and 4. 	<ul style="list-style-type: none"> Students will blend instrumental timbres, match dynamics/style/intonation, and respond to conducting gestures in simple and compound meter. 	<ul style="list-style-type: none"> Students will blend instrumental timbres, match dynamic levels/style/intonation, and respond to and use conducting gestures.

Skill	Beginning Level	Intermediate Level	Advanced Level
Scales	<ul style="list-style-type: none"> • Students will play the concert F, B-flat, E-flat, and A-flat scales, one octave. • Students should be able to play a one-octave chromatic scale, ascending and descending, by the end of Grade 6. • The percussion student will be able to play the following rudiments in open-close-open style: Single Stroke Roll, Multiple Bounce Roll, Single Paradiddle, Double Stroke Roll, Flam, Drag, Five-Stroke Roll, Nine-Stroke Roll, and Seventeen-Stroke Roll 	<ul style="list-style-type: none"> • Students will perform the E, A, D, G, C, F, B-flat, E-flat, and A-flat scales (not transposed) on wind instruments, two octaves (when appropriate), in quarter-eighth-eighth rhythm at M.M. quarter note = 100. • Students will perform the D- flat, G-flat/F-sharp, and B scales, one octave, in quarter- eighth-eighth rhythm at M.M. quarter note = 72. • Students will perform a chromatic scale, ascending and descending, two octaves in eighth notes at M.M. quarter note = 72. • Percussion students will perform the following rudiments from the Percussive Arts Society (PAS) International Drum Rudiments, open-close-open: single stroke roll, multiple bounce roll, double stroke roll, five stroke roll, nine stroke roll, seventeen stroke roll, single paradiddle, flam, flam accent, flam tap, flamacue, flam paradiddle, drag, single drag tap, double drag tap, drag paradiddle, and single ratamacue. 	<ul style="list-style-type: none"> • Students will perform all major scales in the full range of the instrument, and all one-octave harmonic minor scales, with one-octave tonic arpeggios, ascending and descending, in quarter-eighth-eighth rhythm (M.M. quarter note = 100). • The wind/mallet student will perform a chromatic scale, ascending and descending, in sixteenth notes (M.M. quarter note = 96 or faster) throughout the practical range of the instrument. • The percussion student will perform the 40 Percussive Arts Society (PAS) International Drum Rudiments, open-close- open.

Skill	Beginning Level	Intermediate Level	Advanced Level
Music Reading	<ul style="list-style-type: none"> • Students will use a syllable, number, or letter system to read and write simple pitch notation. • Students will use a rhythmic notation system to read and write rhythmic patterns that include whole, dotted half, half, dotted quarter, quarter, and eighth notes and rests in simple meter. Percussionists should also be able to read and notate sixteenth note patterns. 	<ul style="list-style-type: none"> • Students will use a syllable, number or letter system to read and write simple melodies in the appropriate clef individually and in large ensembles. • Students will use a syllable, number, or letter system to read and write rhythmic patterns that include whole, half, quarter, eighth, and sixteenth notes and rests, dotted notes and rests, and triplets in simple and compound meters. 	<ul style="list-style-type: none"> • Students will read and write rhythmic patterns in complex meters, demonstrating technical facility and precision. • Students will sight-read music of varying styles and levels of difficulty.
Music History & Cultural Context	<ul style="list-style-type: none"> • Students will perform music from a variety of cultures, styles, and historical periods. • Students will identify and analyze cultures, styles, composers, and historical periods from the materials being studied. 	<ul style="list-style-type: none"> • Students will perform music from a variety of cultures, styles, and historical periods. • Students will identify and analyze cultures, styles, composers, and historical periods from the materials being studied. 	<ul style="list-style-type: none"> • Students will perform music from a variety of cultures, styles, and historical periods. • Students will compare and contrast materials being studied in its historical and cultural context.
Instrument Knowledge	<ul style="list-style-type: none"> • Students will identify parts of the instrument and demonstrate proper care and maintenance. 	<ul style="list-style-type: none"> • Students will identify and repair minor problems of the instrument being studied. 	<ul style="list-style-type: none"> • Students will identify and repair minor problems of the instrument being studied.

Skill	Beginning Level	Intermediate Level	Advanced Level
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<p>Concerts & Performances</p>	<ul style="list-style-type: none"> • Students will participate in concerts, performances, cross-disciplinary activities, and co-curricular activities. • Students will demonstrate concert etiquette as a performer and a listener. • Students will demonstrate concert etiquette as an active listener 	<ul style="list-style-type: none"> • Students will participate in concerts, performances, cross- disciplinary activities, and co- curricular activities. • Students will demonstrate concert etiquette as a performer and a listener. • Students will demonstrate concert etiquette as an active listener 	<ul style="list-style-type: none"> • Students will participate in activities such as concerts, performances, marching band, jazz ensemble, chamber ensembles, and All-District, All-Region, and All-Virginia events. • Students will demonstrate concert etiquette as a performer and a listener. • Students will demonstrate concert etiquette as an active listener
<p>Judgment and Criticism, Aesthetics</p>	<ul style="list-style-type: none"> • Students will analyze and discuss individual and group performances as an ongoing class activity and after formal performances. 	<ul style="list-style-type: none"> • Students will evaluate individual and group performances. 	<ul style="list-style-type: none"> • Students will diagnose and correct personal performance errors. • Students will articulate expressive qualities of music.

INSTRUMENT-SPECIFIC PERFORMANCE OUTCOMES

Instrument	Beginning Level	Intermediate Level	Advanced Level
Playing Year: School Grade:	1-2 5-6	3-4 7-8	5-8 9-12
Flute	<ul style="list-style-type: none"> • Play 1st line E-flat (Eb₄) to C above the staff (C₆) • Consistently demonstrates proper articulation technique. (Articulates using syllable “too” not “hoo”.) • Should be able to play an “A” in tune on the head joint. 	<ul style="list-style-type: none"> • Can hit altissimo C • Consistently play the bottom C without popping up the octave • Demonstrates a rudimentary understanding of double- tonguing technique • Demonstrate a basic understanding of vibrato 	<ul style="list-style-type: none"> • Can consistently play the full practical range (through C₇) of the instrument. • Demonstrates a developing understanding of double- tonguing technique • Consistently applies vibrato at musically appropriate times.
Oboe	<ul style="list-style-type: none"> • Play 1st line E-flat (Eb₄) to C above the staff (C₆) • Consistently demonstrates proper articulation technique. (Articulates using syllable “too” or “toh”; tongue moves at the tip of the reed in an up-down motion instead of front- back) 	<ul style="list-style-type: none"> • Can play from C below the staff (C₄) to E above the staff (E₆) • Consistently demonstrates proper articulation technique. • Demonstrates a basic understanding of vibrato • Knows how to make minor reed adjustments. 	<ul style="list-style-type: none"> • Can consistently play the full practical range of the instrument. • Consistently applies vibrato at musically appropriate times. • Independently performs basic reed maintenance techniques.
Clarinet	<ul style="list-style-type: none"> • By the end of 5th grade, students should be playing at least a 2.5 strength reed • Play E below the staff (E₃) to G above the staff (G₅) • Should be able to play an F# using the mouthpiece & barrel set up. • Consistently demonstrates proper articulation technique. (Articulates using syllable “tee” at the tip of the reed; tongue stays high in the back of the mouth.) • Demonstrates basic reed storage and care techniques (reed storage, rotation, etc.) 	<ul style="list-style-type: none"> • Consistently performs using at least a 3 strength reed • Can play up to the C above the staff consistently • Understand and correctly use both left and right hand pinky fingerings • Consistently demonstrates appropriate reed selection, storage, and maintenance techniques. 	<ul style="list-style-type: none"> • Consistently performs using at least a 3.5 strength reed • Can consistently play the full practical range of the instrument. • Independently performs basic reed maintenance techniques.

Instrument	Beginning Level	Intermediate Level	Advanced Level
Saxophone	<ul style="list-style-type: none"> • By the end of 5th grade, students should be playing at least a 2.5 strength reed • Produces the following mouthpiece pitch: alto sax (A), tenor sax (G), bari sax (D). • Play D below the staff (D₄) to C above the staff (C₆) • Consistently demonstrates proper articulation technique. • Demonstrates basic reed storage and care techniques (reed storage, rotation, etc.) 	<ul style="list-style-type: none"> • Consistently performs using at least a 3 strength reed • Play C below the staff (C₄) to F above the staff (F₆) • Consistently demonstrates appropriate reed selection, storage, and maintenance techniques. 	<ul style="list-style-type: none"> • Consistently performs using at least a 3.5 strength reed • Can consistently play the full practical range of the instrument. • Independently performs basic reed maintenance techniques.
Bassoon	<ul style="list-style-type: none"> • Play 1st line F (F₂) to C above the bass clef staff (C₄) • Produces an F using the reed and bocal. • Consistently demonstrates proper articulation technique. (Articulates using syllable “toh” at the tip of the reed.) 	<ul style="list-style-type: none"> • Play B-flat below the staff (Bb₂) to F above the staff (F₄) • Consistently demonstrates proper articulation technique. • Knows how to make minor reed adjustments. 	<ul style="list-style-type: none"> • Can consistently play the full practical range of the instrument. • Demonstrates a basic understanding of vibrato • Independently performs basic reed maintenance techniques.

Instrument	Beginning Level	Intermediate Level	Advanced Level
Trumpet	<ul style="list-style-type: none"> • Play G (G₃) below the staff to 4th Line D (D₅) consistently • Should be able to buzz “sirens” or songs on their mouthpiece with a full, clear, sustained tone. • Consistently demonstrates proper articulation technique using the syllable “doh” or “toh.” • Regularly performs instrument care and maintenance, including oiling valves and greasing slides. 	<ul style="list-style-type: none"> • Consistently play F-sharp below the staff (F#₃) to G above the staff (G₅). • Inconsistently play to the C above the staff (C₆) • Consistently uses the third valve slide to adjust intonation when appropriate. • Demonstrates a rudimentary understanding of double- tonguing technique • Demonstrates proper mute selection and corresponding intonation adjustments • Regularly performs instrument care and maintenance, including oiling valves, greasing slides, and bathing the instrument. 	<ul style="list-style-type: none"> • Understands how the components of the mouthpiece (cup, rim, bore size) affect range and tone quality. • Can consistently play the full practical range of the instrument: F-sharp below the staff (F#₃) to C above the staff (C₆). • Demonstrates a basic understanding of vibrato and extended expressive techniques (i.e. glissando, shakes, etc.) • Demonstrates a developing understanding of double- tonguing technique
Horn	<ul style="list-style-type: none"> • Play A (A₄) below the staff to top line F (F₅) consistently • Can buzz “sirens” or songs on their mouthpiece with a full, clear, sustained tone. • Consistently demonstrates proper articulation technique using the syllable “doh” or “toh.” • Consistently demonstrates accurate right hand shape and placement. • Regularly performs instrument care and maintenance, including oiling valves and greasing slides. 	<ul style="list-style-type: none"> • Consistently plays G below the staff (G₃) to G above the staff (G₅). • Can regulate and tune all slides on a double horn. • Consistently uses the right hand to adjust intonation when appropriate. • Regularly performs instrument care and maintenance, including oiling valves, greasing slides, and bathing the instrument. 	<ul style="list-style-type: none"> • Understands how the components of the mouthpiece (cup, rim, bore size) affect range and tone quality. • Consistently plays F below the staff (F₃) to C above the staff (C₆). • Independently regulates and tunes all slides on a double horn. • Consistently uses the right hand to adjust intonation when appropriate. • Demonstrates a rudimentary understanding of double- tonguing technique • Demonstrates a rudimentary understanding of muting and stopping techniques.

Instrument	Beginning Level	Intermediate Level	Advanced Level
Trombone	<ul style="list-style-type: none"> • Consistently plays F (F₂) below the staff to middle C (C₄) • Can buzz “sirens” or songs on their mouthpiece with a full, clear, sustained tone. • Consistently demonstrates proper articulation technique using the syllable “doh” or “toh.” • Consistently demonstrates stable left hand and relaxed right hand position. • Regularly performs instrument care and maintenance, including greasing or oiling slides as appropriate. 	<ul style="list-style-type: none"> • Consistently plays E (E₂) below the staff to F above the staff (F₄) • Understands and demonstrates performance of natural slurs vs. legato tonguing as appropriate. • Demonstrates proper mute selection and corresponding intonation adjustments • Regularly performs instrument care and maintenance, including slide maintenance and bathing the instrument. 	<ul style="list-style-type: none"> • Consistently plays E below the staff (E₂) to 2nd B-flat above the staff (Bb₅). • Demonstrates a rudimentary understanding of double- tonguing technique • Demonstrates a basic understanding of vibrato and extended expressive techniques (i.e. glissando, smears, etc.)
Euphonium	<ul style="list-style-type: none"> • Consistently plays F (F₂) below the staff to middle C (C₄) • Can buzz “sirens” or songs on their mouthpiece with a full, clear, sustained tone. • Consistently demonstrates proper articulation technique using the syllable “doh” or “toh.” • Regularly performs instrument care and maintenance, including oiling valves and greasing slides. 	<ul style="list-style-type: none"> • Consistently plays E (E₂) below the staff to F above the staff (F₄) • Understands and demonstrates use of 4th valve if available. • Regularly performs instrument care and maintenance, including oiling valves, greasing slides, and bathing the instrument. 	<ul style="list-style-type: none"> • Consistently plays E below the staff (E₂) to 2nd B-flat above the staff (Bb₅). • Demonstrates a rudimentary understanding of double- tonguing technique. • Demonstrates a basic understanding of vibrato and extended expressive techniques (i.e. glissando, etc.)

Instrument	Beginning Level	Intermediate Level	Advanced Level
Baritone T.C.	<ul style="list-style-type: none"> • Consistently plays G (G₃) below the staff to 4th line D (D₅) • Can buzz “sirens” or songs on their mouthpiece with a full, clear, sustained tone. • Consistently demonstrates proper articulation technique using the syllable “doh” or “toh.” • Regularly performs instrument care and maintenance, including oiling valves and greasing slides. 	<ul style="list-style-type: none"> • Consistently plays F # (F#₃) below the staff to G above the staff (G₅) • Regularly performs instrument care and maintenance, including oiling valves, greasing slides, and bathing the instrument. • Begins to transition to reading bass clef. 	<ul style="list-style-type: none"> • See Euphonium
Tuba	<ul style="list-style-type: none"> • Consistently plays G below the staff (G₂) to second space C (C₃) • Can buzz “sirens” or songs on their mouthpiece with a full, clear, sustained tone. • Consistently demonstrates proper articulation technique using the syllable “doh” or “toh.” • Regularly performs instrument care and maintenance, including oiling valves and greasing slides. 	<ul style="list-style-type: none"> • Consistently plays 2nd E (E₁) below the staff to F in the staff (F₃) • Understands and demonstrates use of 4th valve if available. • Regularly performs instrument care and maintenance, including oiling valves, greasing slides, and bathing the instrument. 	<ul style="list-style-type: none"> • Can consistently play the full practical range of the instrument.

Instrument	Beginning Level	Intermediate Level	Advanced Level
Percussion	<ul style="list-style-type: none"> • The percussion student will demonstrate basic technique on snare drum, bass drum, and mallets. • Demonstrate appropriate snare drum set up relative to the height of the student. 	<ul style="list-style-type: none"> • Use multiple mallet techniques on three timpani, tuning drums to reference pitches without gauges and making changes during performance of an instrumental work • Demonstrate appropriate techniques on auxiliary instruments including tambourine, triangle, crash cymbals, and suspended cymbal. • Using a given piece of music, independently determine the appropriate multi-percussion set-up. 	<ul style="list-style-type: none"> • Use three-mallet technique when performing on mallet percussion. • Use multiple percussion techniques when performing on auxiliary percussion instruments. • Use timpani technique on four drums, tuning drums to reference pitches without gauges and making changes during performance of an instrumental work • Demonstrate a rudimentary understanding of how to change and tune a drum head.